

## Exploring Expository Text

### Lesson Preparation

Daily Lesson 5	WORD STUDY		READING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	E1.1B	E1.1E	E1.Fig19A, B E1.9B	
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>Understanding new words, concepts, and relationships enhances comprehension and oral and written communication.</li> </ul> <p>— Why is it important to continue to expand your vocabulary?</p>		<ul style="list-style-type: none"> <li>Readers create connections to make text personally relevant and useful.</li> <li>Credibility of sources affects the reliability of information.</li> </ul> <p>— How does making connections to a text impact understanding?</p>	
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Denotation</li> <li>Connotation</li> </ul>		<ul style="list-style-type: none"> <li>Opinion</li> <li>Substantiated</li> <li>Unsubstantiated</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>Vocabulary Notebook(1 per student)</li> <li>Dictionary (class set)</li> <li>Thesaurus (class set)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Writer's Notebook (1 per student)</li> <li>Teacher Reader's Notebook (1)</li> <li>Expository text from Daily Lesson 4</li> <li>List of resources (1 set per pair of students)</li> <li>Envelope (1 per pair)</li> <li>Chart paper (if applicable)</li> </ul>	
<b>Attachments and Resources</b>			<ul style="list-style-type: none"> <li>Teacher Resource: <b>English I Unit 03 Writing Appetizer</b></li> </ul>	
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Select different words from expository texts used in Reading that share the same denotation, but carry positive, negative, and neutral connotations.</li> <li>Select and prepare sentences with these words that show how the context in a sentence brings meaning to a word. Put the word that is being analyzed in bold.</li> </ol>		<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Prepare and copy a mixed list of resources that generally include primarily substantiated or unsubstantiated opinions. Cut the list of resources and put a complete set of resources in each envelope.</li> <li>Prepare to discuss a current event that was thought to be substantiated and was later proven untrue, including the repercussions the unsubstantiated opinions had on the people involved.</li> <li>Prepare enough copies of texts from Daily Lesson 4 so that each pair of students has one copy to examine.</li> </ol>	

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		5. Refer to Teacher Resource: <b>English I Unit 03 Writing Appetizer.</b> Prepare accordingly.
<b>Background Information</b>	This Instructional Routine partially assesses Performance Indicator: <i>"Write multiple notebook entries that demonstrate knowledge of new words, their meanings, and origins"</i>	Substantiated – verified with concrete facts Unsubstantiated – cannot be verified with concrete facts  Students' opinions are substantiated based on using precise textual evidence.
<b>Teacher Notes</b>	<p>Example:            Acquiescence – synonyms include but are not limited to: agreement, consent, compliance, submission, acceptance</p> <div>             Neutral             Positive             Negative           </div> <p>Students place these words in the proper column. Students then use the chart to select a synonym with a positive connotation and make it negative through the use of context clues in a sentence.</p>	Sources for resources with mostly substantiated opinions include <i>The Wall Street Journal</i> , the local newspaper, a textbook, <i>National Geographic</i> , and television news. Sources for unsubstantiated opinions include <i>The Star</i> , <i>The Enquirer</i> , a note from a friend, Facebook, <i>Entertainment Tonight</i> , E News, <i>Saturday Night Live</i> , <i>Mad TV</i> , <i>People</i> magazine, blogs, YouTube, etc.

## Instructional Routines

		WORD STUDY	READING
Daily Lesson 5			
Duration and Objective	Suggested duration: 10-15 min.  <u>Content Objective:</u> Students recognize and analyze the difference between the denotative and connotative meaning of words.	Suggested Duration: 35-40 min.  <u>Content Objective:</u> Students differentiate between substantiated and unsubstantiated opinions and discuss their effect on the reader.	
Mini Lesson	<div><div><div>1. Remind students of the difference between the denotative and connotative meanings of words. Display and instruct students to copy the chart in the Vocabulary Notebook:</div><div><div>Neutral</div><div>Positive</div><div>Negative</div></div></div><div><div>2. Display an example word with proper context clues of a meaningful sentence. <b>Think Aloud</b> to determine the connotation of the word as used in context. With class, brainstorm synonyms for the word and place them in the appropriate column.</div></div></div>	<div><div>1. Display terms: <i>substantiated</i> and <i>unsubstantiated</i>. Brainstorm definitions with class. Ask: <b>Are rumors at school more often substantiated or unsubstantiated?</b> Discuss responses.</div><div><div>2. Present information about a current event that was thought to be substantiated and was later proven untrue. Lead a class discussion on the repercussions the unsubstantiated opinions had on the people involved.</div><div><div>3. Divide students into pairs and give each pair an envelope containing the titles/names of various resources which include either mostly substantiated or unsubstantiated opinions. Instruct pairs to separate the resources into two piles, one for primarily substantiated and one for primarily unsubstantiated and to be prepared to defend their choices.</div><div><div>4. Discuss as a whole class whether each resource might be considered a source of substantiated or unsubstantiated opinions, giving examples of the substantiated or unsubstantiated opinions they might find in these resources.</div><div><div>5. Emphasize to students that an unsubstantiated opinion doesn't necessarily have to come from</div></div></div></div></div></div>	

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		<p>one of the resources they identified. Authors have an unsubstantiated opinion if they do not provide support for what they assert, no matter how respected the publication.</p> <p>6. Explain to students that as they respond to open-ended questions, they are substantiating their own opinions when they use textual evidence. Ask for volunteers to share examples of a substantiated opinion in their critique from Daily Lesson 4.</p> <p>7. Distribute example texts to <b>Elbow Partners</b>.</p>
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. In groups, students determine the connotation of their assigned word based on context, adding information to the chart in the Vocabulary Notebook.</li> <li>2. Groups determine synonyms for their word and add information to chart.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students work with an <b>Elbow Partner</b> to document substantiated or unsubstantiated opinions in their texts.</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Groups share connotations of assigned words.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask: <b>Why is it important to know if opinions are substantiated or unsubstantiated?</b> Discuss responses.</li> </ol>